



Special Educational Needs (SEN) Information Report

Bablake and King Henry VIII Pre-Prep

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VERSION HISTORY

Version Number	Amendment(s) Or Formal Review	Date [Month/Year]	Summary of change(s)
1.0	Formal Review	September 2023	Formal Review.
1.1	Update	April 2024	New branding, minor formatting [no core content change].





Table of Contents

1	Introduction.....	3
2	The Graduated Approach	3
2.1	Definition of special educational needs (SEN)	3
2.2	Definition of disability.....	3
2.3	Key factors to consider.....	3
3	Questions and Answers.....	4





1 Introduction

The following report provides information on the implementation of Bablake and King Henry VIII Pre-Prep's SEND (Special Educational Needs and Disability) policy. The full policy is available on the school's website.

Bablake and King Henry VIII Pre-Prep is an Independent School for children from 3 to 7 years. The school's ethos places great emphasis on a broad, balanced and inclusive education within a nurturing and supportive environment. We aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our pupils and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

2 The Graduated Approach

Assess-Plan-Do-Review

This approach is at the heart of whole school practice as we use this process continually. However, when a special need has been identified, this process becomes increasingly personalised as it responds over time.

The definition of SEN and the thresholds are unchanged.

2.1 Definition of special educational needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

2.2 Definition of disability

A child is disabled if he/she is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed. Section 17 (11) Children Act 1989.

2.3 Key factors to consider

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- Class teachers supported by the school's Leadership Team should regularly assess the progress of all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support.
- The support should begin in the classroom and involve other key staff in the learning team.
- The class teacher (HOD) will discuss this with the Learning Support team to establish whether the pupil has a significant learning difficulty.
- A plan of interventions can be established to improve the academic scores of the pupil.





- Where a pupil continues to make little or no progress, despite well founded support that is matched to the pupils need, the school should consider involving specialists, including those from external agencies.

3 Questions and Answers

<p>Who should I contact if I have concerns about my child having SEND?</p>	<p>Mrs Tracy Horton (Head of Pre-Prep) Tel: 02476 271285 Email: TAH@bkhs.org.uk</p> <p>Mrs Nicola Wing (Head of Learning Support) Tel: 02476 271200 Email: NLW@bkhs.org.uk</p> <p>Parents who have concerns about any aspect of their child's learning should contact the Form Tutor in the first instance. Parents who have concerns about their child having a special educational need may also speak directly to the Head of Pre-Prep or Head of Early Years. Concerns will then be discussed with the Head of Learning support where appropriate.</p>
<p>What are the areas of SEND provided for at Pre-Prep?</p>	<ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health Difficulties • Sensory and/or Physical Needs
<p>How are pupils attending Pre-Prep identified with SEND?</p>	<p>At Bablake pupils are identified as having a SEND in a number of ways:</p> <ul style="list-style-type: none"> • Parental concerns shared with Form Teacher, Head of Pre-Prep or Head of Learning Support • Concerns raised by Form Teacher, Head of Pre-Prep or Head of Early Years • School initial screening process • School Data captures and assessment results • Information from previous schools • Information from specialist external agencies • Internal testing by Specialist Assessor • External testing by Specialist Assessors
<p>How are parents involved in understanding and supporting their child's needs at Pre-Prep?</p>	<p>The school works closely with parents and carers in the support of those children with special educational needs. The Head of Learning Support encourages an ongoing dialogue with parents and carers, and we encourage parents /carers to contribute to all stages of support being offered to their child.</p> <p>Parents and carers will be invited to regular meetings where the pupil's progress will be discussed. Parents/Carers will also be invited to attend regular meetings to look at the Learning</p>





	<p>Support provision in place for their child and will be actively encouraged to contribute to their child's provision.</p> <p>Parents are also able to approach their Local Authority should they feel an Education Health Care Needs Assessment is required.</p>
How are pupils involved in their education and provision at Pre-Prep?	Throughout all stages of support pupils' views are crucial to the decision-making process. Pupils' views on their progress and the nature of the provision being made to meet their needs will be sought where appropriate.
What is the school's approach to teaching children with SEND?	<p>The SEND provision offered at the Pre-Prep is dependent upon the needs of the individual pupil. All pupils with SEND are named on a Learning Support register and will be provided with a Learning Support Pupil Profile.</p> <p>All information is shared with staff members across the school and staff are aware that SEND is everybody's responsibility.</p> <p>The first wave of support for a pupil with SEND is via Quality First Teaching and Implementation in the classroom.</p>
How does the school monitor the effectiveness of the provision for pupils with SEND?	<p>The Head of Pre-Prep monitors the progress of SEND and non-SEND pupils. Concerns raised will then be discussed with the Head of Learning Support or Head of Early Years.</p> <p>Summaries and reports on the effectiveness of the provisions and implementation of the SEND policy are provided to staff and Governors.</p> <p>The Head of Learning Support and the SLT link for Pastoral liaise regularly and review the work of the school in this area.</p>
What training do staff receive to support pupils with SEND?	<p>The Head of Learning Support (at Bablake Senior School) keeps up to date with SEND training locally and nationally and holds the National Award for SENCo.</p> <p>The Head of Learning Support attends SENCO meetings and networking meetings with Local Authorities, Other Schools and with External Agencies.</p> <p>Whole school staff training takes place regularly and is part of the schools Continuing Professional Development programme.</p>
How are pupils supported in their transition from one year group to another?	<p>We recognise that "moving on" can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible:</p> <p><u>If your child is moving to another school:</u></p> <ul style="list-style-type: none"> We will contact the school SENDCo and ensure they know about any special arrangements or support that your child may need. We will pass on all records as soon as possible





	<ul style="list-style-type: none"> • Extra visits may take place to support the transition of pupils with SEND as necessary <p><u>When moving years in school:</u></p> <ul style="list-style-type: none"> • Information about pupils will be shared with new teachers • Additional transition meetings with new teachers can be held
<p>Where can I find information about SEND and support offered in Coventry?</p>	<p>There is a list of services available in the area to support parents and young people in understanding what is available to them and how to access them across education, health and social care. This information can be accessed via:</p> <p>Coventry's Special Educational Needs and Disability (SEND) Local Offer – Coventry City Council</p> <p>Coventry SEND Support Service – Coventry City Council</p>

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